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ABSTRACT

This document lists 16 general competencies and 63 specific, related sub-competencies thought to be essential for teachers who are responsible for the mainstreaming of handicapped children. (Author/RH)

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THE MAINTAP INVENTORY OF TEACHER COMPETENCIES

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INTRODUCTION

This document identifies a listing of competency areas imperative to a teacher who must plan, coordinate, implement and manage the mainstreaming of handicapped children. This listing is not intended to be the "alpha and omega" of essential mainstreaming skills and competencies; it is intended to be a sound and serious contribution to professional preparation relative to the educational servicing of children, and particularly handicapped children.

The format of this document presents a general competency area, which is followed, in some cases, by a discussion (Comments) of items pertinent to understanding and implementing the intent of the competency. Also presented for each general competency area is a listing of sub-competencies derivative of the general competency area.

The Project will be adding to and refining this document during the year.

GENERAL COMPETENCY AREA: Provides a safe and healthy environment (by taking necessary measures to reduce and prevent accidents).

COMMENTS: This competency focuses on (1) the physical environment and the measures taken to insure the safety of the children and youth within the classroom and (2) the provision and maintenance of a healthy environment for all children and youth. Both indoor and outdoor facilities should be free of hazardous conditions and unsafe equipment and materials. Careful adult supervision is also necessary to insure a safe and healthy environment.

Sub-Competencies Related to the General Competency:

+ can establish safety rules that are understood and practiced by children and adults;

+ can demonstrate elementary measures of emergency first-aid;

+ can organize activities that do not endanger the health and safety of the children in the classroom;

+ can develop a plan for emergency procedures pertinent to the handicapping conditions in the mainstreaming experience.

GENERAL COMPETENCY AREA: Provides an environment conducive to learning and appropriate to the developmental levels of the children.

COMMENTS: This competency focuses on making best use of available facilities to provide a productive and beneficial learning environment. Facilities should be used with consideration for the physical, social, emotional and intellectual needs of the child within the group.

Sub-Competencies Related to the General Competency:

+ can select and use materials and equipment that stimulate the children;

+ can maintain a well-arranged and orderly environment;

+ can select and use materials reflective of children's collective cultures.

GENERAL COMPETENCY AREA: Helps each child develop a sense of independence and acquire the ability to express, understand, and control his/her self.

COMMENTS: This competency promotes positive opportunities for children to assume responsibility within the mainstreaming class with the hope that these positive feelings about "self" can be generalized to different settings.

Sub-Competencies Related to the General Competency:

+ can teach children self-help skills;

+ can insure the child has a balance of success experiences and challenging experiences;

+ can assign children tasks in accordance with their abilities; i. e. academic psychomotor, responsibility levels;

+ can help children find acceptable ways of expressing negative feelings.

GENERAL COMPETENCY AREA: Builds positive self-concept in all children, particularly those who have handicapping conditions.

COMMENTS: The participants manifesting this competency are helping each child to know, accept and appreciate himself/herself as an individual irregardless of any existing handicap. This competency focuses on helping each child to develop a sense of awareness and esteem; helping each child to express his/her feelings and accept those feelings; helping each handicapped child to recognize his/her handicap and accept the irrevocable limitations the handicap imposes upon him/her.

Sub-Competencies Related to the General Competency:

+ can design experiences for children where success will be achieved;

+ can teach children to care for their own personal needs, i. e. self-help.

GENERAL COMPETENCY AREA: Uses an information processing model as a guide for modality instruction in the physical education class.

COMMENTS: A model that describes how the child receives, processes and responds to information can be useful in determining which learning modality may be most effective and productive to instruction.

Sub-Competencies Related to the General Competency:

+ can identify avenues of information reception;

+ can describe an information processing model (preferably Osgood's Model);

+ can develop lessons and psychomotor activities that reflect the classes individual and cumulative performance levels;

+ can organize and group students according to demonstrated performance levels.

GENERAL COMPETENCY AREA: Appreciates ~~for~~ the historical development of physical education for the handicapped.

COMMENTS:

Sub-Competencies Related to the General Competency:

+ can discuss early physical education programs for the handicapped;

+ can identify and discuss a sequence of important events in the history of educational programming for the handicapped;

+ can name at least five national organizations concerned primarily with services to the handicapped;

+ can discuss trends in certification requirements of teachers of the handicapped.

GENERAL COMPETENCY AREA: Provides an environment conducive to learning and appropriate to the developmental level of the children.

COMMENTS: This competency focuses on making best use of available facilities to provide a productive and beneficial learning environment. Facilities should be used with consideration for the physical, social, emotional and intellectual needs of the child within the group.

Sub-Competencies Related to the General Competency:

+ can select and use materials and equipment that stimulate the children;
+ can maintain a well-arranged and orderly environment;
+ can select and use materials reflective of children's collective cultures.

GENERAL COMPETENCY AREA: Understands the concept of individualized instruction.

COMMENTS:

Sub-Competencies Related to the General Competency:

+ can define the concept of prescriptive instruction--individualized instruction;

+ can describe at least two systems--approaches--for individualizing classroom instruction;

+ can name and describe indices of individualized instruction common to any approach;

+ can plan and implement an individualized instruction program for a classroom consisting of cognitive styles and psychomotor skill levels.

GENERAL COMPETENCY AREA: Understands the behavior of children and adolescents.

COMMENTS:

Sub-Competencies Related to the General Competency:

+ can identify why children may want to disrupt the learning situation;
+ can discuss at least seven social/behavior problems handicapped children may have in a new mainstreaming experience;
+ can discuss at least five reasons non-handicapped children may be reluctant to "accept" or socialize with handicapped children in the same immediate learning situation;
+ can name and discuss at least seven "things" the physical education teacher can do to stimulate and/or improve the relationship(s) between and among children in the mainstreaming experience;
+ can identify student behaviors and other environmental signs that imply
  - disruptive student behavior toward a mainstreaming experience; and
  - acceptance of the mainstreaming experience.

GENERAL COMPETENCY AREA: Understands and uses perceptual-motor concepts and procedures for all children.

COMMENTS:

Sub-Competencies Related to the General Competency:

+ can describe the perceptual-motor training concepts of Kephart, Getman, Barsch, Delacato, Ayres, and Cratty;

+ can identify which handicapping conditions can be best served by the individual perceptual-motor programs;

+ can develop a written educational program, for the physical education class, that reflects an eclectic approach addressing a heterogeneous set of needs commonly expected in a mainstreaming situation;

+ can implement the program developed above.

GENERAL COMPETENCY AREA: Develops curriculum for all children in the mainstreaming experience.

COMMENTS:

Sub-Competencies Related to the General Competency:

+ can describe the discussed sequential process of curriculum development;

+ can identify the purpose(s) of assessment, entry skills, development of goals and objectives, task analysis, learning activities, and evaluation in curriculum development;

+ can demonstrate own use of the curriculum development process in own classroom;

+ can construct measurable objectives and applicable learning activities for use in a classroom mainstreaming handicapped children.

GENERAL COMPETENCY AREA: Applies therapeutic exercise techniques.

COMMENTS:

Sub-Competencies Related to the General Competency:

+ can describe at least four neurophysiological approaches;
+ can demonstrate at least four neurophysiological approaches;
+ can describe/discuss standard therapeutic approaches to overcoming motor dysfunction;
+ can demonstrate an appropriate therapeutic approach with a presented problem.

GENERAL COMPETENCY AREA: Applies accountability in physical education classrooms.

COMMENTS:

Sub-Competencies Related to the General Competency:

+ can define accountability;

+ can identify the targets of accountability in a mainstreaming situation;

+ can plan an accountability program for mainstreaming classrooms;

+ can implement an accountability program in physical education classrooms.

GENERAL COMPETENCY AREA: Uses media to complement the instruction of children in a mainstreaming classroom.

COMMENTS:

Sub-Competencies Related to the General Competency:

+ can classify media by domains and functions;

+ can specify purposes media can serve in instruction of handicapped in normal environment;

+ can describe at least ten factors relative to proper selection of media;

+ can discuss definitive analyses of media;

+ can plan and implement an instructional lesson incorporating the use of media in a significant role.

GENERAL COMPETENCY AREA: Understands the range of exceptional conditions that may require special education within a normal environment (non-special class environment).

COMMENTS:

Sub-Competencies Related to the General Competency:

+ can demonstrate a knowledge of physical abnormalities;

+ can demonstrate a knowledge of mental handicaps;

+ can demonstrate a knowledge of emotional and social handicapping conditions;

+ can demonstrate a knowledge of how severity is a determining factor in ascertaining whom is to be mainstreamed and whom is not.

GENERAL COMPETENCY AREA: Plans and conducts physical education activities for special populations and "normal" children in the same environment.

COMMENTS:

Sub-Competencies Related to the General Competency:

+ can demonstrate an awareness of the characteristics of the learning disabilities child, the child with deaf and hearing impairment, the blind and visually impaired child, the child with conditions that result in muscular weaknesses, the child with convulsive disorders, the CP child, the child with respiratory problems, the child with physical handicaps (i. e. crippled, clubfoot), the child with cardiovascular problems, the diabetic child, the developmentally delayed child, the child with emotional disturbances, mental illness, and other behavioral disorders, the mentally retarded child;

+ can describe teaching techniques for working with special populations;

+ can identify how a selected set of psychomotor activities can be modified to permit participation by specified populations;

+ can demonstrate at least two instructional approaches (methodologies); i. e. explanation-demonstration, movement exploration, useful in teaching physical education classes involving handicapped and normal children;

+ can discuss the similarities and differences between instructional planning for handicapped children and "normal" children.